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ABSTRACT

The libraries of the University of California recognize the need to transform present collections and services into the library of the 21st century. Doing so will require bridging issues of cultural diversity and enhancing support for existing diversity collections. The Ad Hoc Committee on Regional Workshops of the Library Association of the University of California conducted a preliminary survey of existing ethnic focused collections and services, drafted five issues papers covering the major critical areas in library and information science, and conducted workshops for librarians of the university focusing on the issues papers. Workshops for 85 members from all 9 campuses reviewed the issues papers. The recommendations of the issues papers and others that emerged in the workshop are the core of this report. Twenty-seven recommendations are grouped into the following areas: (1) general; (2) collections; (3) access; (4) reference and bibliographic instruction; and (5) recruitment, advancement, and retention. Appendixes contain a chronology, the workshop proposal, and the workshop invitation and flyer. (Contains 86 references.) (SLD)

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The Many Voices of Diversity

Librarians Association of the University of California (LAUC)

1992

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The Many Voices of Diversity

Report of the

Ad Hoc Committee on LAUC

Regional Workshops on Cultural Diversity In Libraries

Librarians Association of the University of California (LAUC)

1992

Table of Contents

Committee ii

Foreword iii

Cultural Diversity: A Note on Definition iv

Executive Summary 1

Preface 9

Committee Report 11

- Developing Culturally Diverse Collections 12
- Access to Culturally Diverse Collections 15
- Reference Service and Bibliographic Instruction 18
- Recruitment, Advancement and Retention 24

Project History 28

Acknowledgements 30

Bibliography 31

Appendices

- Chronology
- Proposal to Office of the President for Workshop
- Charge to the Committee
- Diversity Workshop Invitation and Flyer
- Workshop Participants
- List of Major Ethnic Collections within the University of California

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Foreword

The University of California libraries constitute one of the world's greatest treasures. Yet as we look to the future and the rapid demographic changes which are taking place, we recognize the need to transform our present collections and services into the library of the 21st century. This transformation cannot take place without bringing issues of diversity (see below, "Cultural Diversity: A Note on Definition") from the periphery to the center of all information processes. It will require enhancing support for existing diversity collections, especially special ethnic libraries, as well as support for establishing new collections and services. It will require bringing libraries back to the center of the academic enterprise. It will require reasserting the role of librarians as key partners with faculty in the academic mission of the university. It will require a more diverse representation of ethnic librarians. It will require the financial resources and the proper climate for necessary change. Finally, it is a transformation that will require the participation of all UC librarians.

We recognize the need to transform our present collections and services into the library of the 21st century

This report is a contribution to the continuing discussion on cultural diversity within the University of California. Its focus is on libraries within the University. It begins with the premise that in order for the University to maintain its eminent position as a global research institution it must strengthen its collections and services which deal with under-represented groups within California. At the same time this report affirms the contributions already made within the University in the area of cultural diversity.

Even though the name of the Ad Hoc Committee includes the popular term "cultural diversity", the committee in fact could not avoid considering related aspects of cultural diversity issues, such as affirmative action, ethnic studies, and institutional racism. These are not subjects that are addressed in this report, but they are concerns that pertain to the whole spectrum of cultural diversity. To many individuals in both public and private institutions "cultural diversity" is a euphemism for race relations and carries a message of the importance of planning for a multicultural future. In American business this planning is taking the form of multicultural awareness training, cross-cultural communication workshops, or what some still call "sensitivity training". In the last few years, most UC libraries have appointed cultural diversity committees that plan internal programs around the issues related to cultural diversity. This report does not consider such programs or policies and only concerns itself with the structural and academic workings of UC libraries.

As a committee, we shared the University of California's need for a new library mission statement. The challenge for our Committee was to outline what was needed to forward such a mission. The Ad Hoc Committee met this challenge by employing an action plan which included a preliminary survey of existing ethnic-focused collections and services within the University of California; drafting issue papers covering the major critical areas within library and information services; and conducting a workshop for librarians of the University which focused on the issue papers. Sharing the issue papers with our colleagues provided an opportunity for us to begin a focused dialogue concerning diversity. The initial recommendations contained within the issue papers, along with those which emerged through the workshop, provided the core of this report. Below are the principal recommendations formulated by the committee:

Cultural Diversity: A Note on Definition

For the purposes of this report the phrase "cultural diversity" refers to that which pertains to the condition, expressions and experiences of four historically under-represented groups Under federal regulations these are: Asian Americans/Pacific Islander, Latinos, African Americans, and Native Americans/American Indians. In 1988, the Chicano/Latino Consortium of the University of California issued their *Chicanos/Latinos in the University of California: A Status Report.* In 1989 the Advisory Committee on Asian American Affairs submitted *Asian Americans at Berkeley.* In 1990, the Task Force on Black Student Eligibility published *Making the Future Different.* These reports provided the incentive for the University to sponsor the All-University Faculty Conference on Graduate Student and Faculty Affirmative Action (1990). As part of this process the President of the University issued several directives concerning diversity within the University of California. It was at this juncture that the President of LAUC called for the creation of the Ad Hoc Committee on LAUC Regional Workshops on Cultural Diversity in Libraries. While the scope of the term "diversity" continues to be debated within the University, the Committee used the definition outlined in the 1990 All-University Conference which targets "Asian Americans, Black/African Americans, Chicanos, Latinos, Native Americans, and others ... who, for decades, have been characterized as a 'minority' constituency..." This scope provides an opportunity to develop models and strategies which will be applicable to other under-represented groups.

Executive Summary

Recommendations

General

- **1) Establish a permanent system-wide committee to deal with issues of cultural diversity in the University's libraries as well as implement the recommendations of this report. The composition of the committee should include individuals familiar with and/or representative of culturally diverse groups within the University of California.**

- **2) Provide training in multicultural communication and sensitivity for all library employees, including training for all librarians in understanding and valuing cultural differences and incorporating these differences into professional duties and initiatives.**

- **3) Proactively recruit, hire and encourage the advancement of librarians from the under-represented groups.**

- **4) Prepare as part of the Committee's annual report analyses of reports and initiatives on cultural diversity generated by LAUC, the LAUC Divisions, the Office of the President, and/or other academic institutions as appropriate.**

- **5) Encourage California library schools to continue to recruit and matriculate culturally diverse students, employ faculty, and develop and diversify courses in ethnic studies bibliography and services to diverse cultural groups.**

- **6) Establish funding from the Office of the President to initiate, develop, and implement cultural diversity recommendations.**

Collections

- **7) Initiate a campus-by-campus evaluation and assessment of library holdings of culturally diverse materials and develop detailed campus policies for collecting culturally diverse materials.**

  In order to assess the strengths and weaknesses of all collections in the University, a survey is essential. It would be useful in overall planning and in implementing the other recommendations in this area. At some campuses, the general libraries have received faculty input and support in collecting ethnic and culturally diverse materials. At others, administratively separate library units have been dedicated to collecting such materials.

  Implementation: Library Council and the Collection Development Officers; UC Ethnic Studies librarians.

- **8) Ensure that culturally diverse core collections are maintained as appropriate to each campus.**

  While William Katz has provided a standard definition of core collections, the work *Developing Library Collections for California's Emerging Majorities* has provided us with an outline for collection development among California's under-represented ethnic groups. Campus undergraduate libraries should maintain a core collection of culturally diverse materials. Campuses with major curricular and/or research efforts should maintain at least research level collections in these areas.

  Implementation: Collection Development Officers; Library Council in consultation with the UC Ethnic Studies librarians.

- **9) Ensure that all those involved in collection development on each campus are aware of and trained to recognize materials that pertain to cultural diversity.**

  Culturally diverse materials are frequently produced by small presses in limited runs as well as in all formats. As such, they are seldom marketed by the major library material vendors, resulting in their failure to appear in major bibliographies or in the standard approval plans.

  Implementation: Collection Development Officers in consultation with the UC Ethnic Studies librarians.

- **10) Coordinate collection development decision-making processes for culturally diverse material among all branch, unit, affiliated and department libraries.**

  Some campuses have had a tradition of administratively separate library units dedicated to collecting specific ethnic and culturally diverse materials, resulting in little or no input in overall campus collection development decisions.

  Implementation: Collection Development Officers in consultation with the UC Ethnic Studies librarians.

Access

- **11) Ensure access through the MELVYL system to the holdings of ethnic collections on UC campuses.**

  Basic access through the MELVYL system to the holdings of ethnic collections is fundamental. Further enhancements could include the development of a MELVYL function to limit searches to a particular collection and the creation of separate subsets of ethnic materials on the MELVYL system. This will require additional funds for conversion and cataloging.

Implementation: Office of the President; Library Council; Local campus.

- **12) Foster the development of and access to ethnic databases such as the Chicano Database.**

  Access to books alone is not enough when so much ethnic data is available in other formats, such as journal articles, anthology articles, newspaper articles, statistics, visual materials, etc. Databases which index these sources would greatly enhance the access provided by the MELVYL system. The procedures for development of these databases may vary. Some may be discrete databases, while others might be integrated into existing online catalogs. However we need to encourage compatibility with MELVYL formats in order to improve chances of availability through the MELVYL network. Internet access to major culturally diverse collections should be further facilitated. Another way of promoting access is by distributing locally produced databases such as the Chicano Database, indexes, and guides to all libraries in the UC system.

  Implementation: Office of the President; Heads of Public Services (HOPS); LAUC Cultural Diversity Committee.

- **13) Submit recommendations for changes in LC subject headings which would improve access to ethnic materials. Encourage UC catalogers to use specialized thesauri and additional cross references to make up for some of the inadequacies of LCSH.**

  Mainstream catalogers as well as librarians of ethnic collections agree that controlled vocabulary thesauri provide better access to these specialized collections than do LC subject headings. In this regard, we should encourage and promote the use of specialized thesauri (e.g., the *Chicano Thesaurus*) locally and/or through the MELVYL system. The cooperative development of thesauri by like institutions both in the UC system and elsewhere would be a major contribution to the national library community.

  Implementation: Local campus; LAUC Cultural Diversity Committee, Library Council Cataloging Policy Committee.

- **14) Survey bibliographic access to ethnic collections across the campuses. Uncover and provide access to "buried" and un-analyzed sets or collections within larger libraries such as the Bancroft Library, and in general, enhance awareness of ethnic studies materials in the Main Library collections of each campus. Foster computerized inventories of and indexes to special collections, and make them available at the systemwide level.**

In order to assess the strengths and weaknesses of all collections in the University in the area of bibliographic access to ethnic materials, a survey is essential. It would be useful in overall planning and in implementing the other recommendations in this area.

Materials important to cultural diversity or ethnic studies may exist in special or Main Library collections but may not be recognized as such. They may be included in California history collections, for example, but may not be identified as ethnically-related.

Very valuable item-by-item documentation of special collections is being conducted through local campus projects. These personal computer databases need to be available to all in the system who can benefit from them. At the same time each collection should have a MARC format record on the MELVYL system.

Implementation: Local campus; LAUC Cultural Diversity Committee; Office of the President.

Reference

Bibliographic

Instruction

¤ **15) Provide training in multicultural communication and sensitivity for all public service staff.**

The University of California has a commitment to increase the enrollment and retention of students from racial and ethnic minority groups. To fulfill this commitment, the University has to create learning and social environments conducive to the successful academic careers of historically under-represented students. Since most contact between library and patron occurs at public service reference points, it is imperative that all public service staff increase their awareness of cultural differences and sensitivity to issues related to race, gender and ethnicity.

Implementation: HOPS and LAUC Cultural Diversity Committee with funding from the Office of the President.

¤ **16) Proactively recruit, hire, train, and encourage the advancement of reference specialists and bibliographic instructors in ethnic studies.**

Human resources play a significant role in connecting patrons to information. Libraries must hire specialists in ethnic studies who have clearly defined responsibilities to provide in-house and outreach services which will promote a broad-based awareness of cultural diversity and multicultural literacy.

Implementation: Library Council Personnel Committee, HOPS, and LAUC Cultural Diversity Committee.

- **17) Develop an outreach and public relations program for the campus communities for reference and bibliographic instruction services.**

  In order to maximize use of the services by targeted groups, librarians must gain visibility and recognition among faculty and students. Librarians can gain visibility by extending orientation and outreach programs to non-library settings, e.g., to dorms, clubs, cultural centers, counseling centers, women's centers, ethnic studies programs, faculty meetings, etc. Librarians should participate actively in campus-wide functions, especially in cultural activities whether or not library related, such as international fairs, rainbow festivals, ethnic heritage celebrations. Reference services should be publicized through flyers and student newspapers.

  Class visits can establish close contact between librarians and students and encourage minority students who are more reluctant to approach the Reference Desk for assistance. Also, class visits add to the visibility of librarians and help librarians to learn about the make-up and needs of the student population on the campus.

  Implementation: HOPS, Local campus, LAUC Cultural Diversity Committee.

- **18) Provide training for reference and bibliographic instruction librarians so they understand and value cultural diversity and incorporate examples from different cultures into their instruction and reference practices.**

  An understanding of the impact of racism on particular ethnic groups might also enhance communication and the selection of examples as well as the development of instructional materials. Administrative support (funding for materials, release time and clerical support) would allow librarians with ethnic studies expertise to provide regular in-service sessions of resources, issues and trends in their areas.

  Implementation: Development and Coordination of sensitivity training by LAUC Cultural Diversity Committee. Funding for a series of workshops to be provided by the Office of the President.

- **19) Evaluate new reference tools, both traditional and electronic, accurately and critically in terms of coverage of information and sources on diversity issues, ethnicity and race, and multiculturalism.**

  As more information appears in electronic format (e.g., CD-ROM, remote site databases, locally mounted databases), it becomes increasingly important to ensure the quality of these resources and their accessibility by the

university community. These sources should be evaluated in terms of their coverage of culturally diverse populations. Reference staff must be trained in the efficient use of these electronic resources, particularly in the effective presentation of this information to minority students. These presentations will increase students' awareness about the coverage of these topics in the literature, familiarize them with the resources in their specific area, and impress them with the knowledge that reference staff make special efforts to meet students, faculty and staff needs in the areas of ethnicity, culture and minority studies.

Implementation: Computer Files Committee; Collection Development Committee; HOPS; Local Campus.

- **20) Establish guidelines and resources for training librarians who will provide bibliographic instruction in ethnic/multicultural studies.**

  We must work towards training all librarians to work with diverse ethnic/cultural groups. Librarians from under-represented groups can serve as instructors, resources and role models.

  Implementation: HOPS in consultation with Library Instruction Roundtable (LIRT) of American Library Association (ALA), and the Bibliographic Instruction Section (BIS) of Association of College and Research Libraries (ACRL); LAUC Cultural Diversity Committee.

- **21) Develop basic bibliographic instruction that supports new campus breadth requirements as well as advanced instruction to support the explosion of graduate and faculty-level research in ethnic/multicultural studies.**

  Some campuses have developed bibliographic instruction courses to this end. In addition, the California Clearinghouse of Library Instruction has also gathered relevant information in this area.

  Implementation: LAUC Cultural Diversity Committee will coordinate and disseminate information on courses. Funding to be provided from the Office of the President, individual campuses, UC library schools, etc.

- **22) Encourage California library schools to offer regularly courses in ethnic studies bibliography and services to a multicultural population; incorporate issues of diversity into courses in the general library school curriculum.**

  Implementation: LAUC Cultural Diversity Committee in consultation with library school faculty and deans, and eth-

nic studies librarians, and professional organizations involved with these issues; library school alumni organizations.

Recruitment

Advancement

Retention

¤ **23) Establish a Target of Opportunity library diversity program, create librarian positions for which under-represented groups are encouraged to apply, and support existing internships, residencies and 'specially funded' positions.**

A sincere commitment to the hiring of racial and ethnic librarians entails flexibility in filling librarian positions. To this end Target-of-Opportunity (TOP) positions that currently exist for faculty should be established for librarians. Applicants from under-represented groups who are not selected for a current opening but who possess qualifications appropriate for another department can be hired. UC Santa Barbara and San Diego have hired racial and ethnic librarians through TOP.

Implementation: University Librarians; Library Council Personnel Committee.

¤ **24) Establish a comprehensive multi-campus recruitment program for all of the UC libraries.**

Coordinated recruitment, including library administrative positions, should be the goal of UC recruiters. This might include establishing a master list of applicants interested in employment on all of the UC campuses.

Recruitment can be viewed in different stages. First priority is the recruitment of professional librarians, second is library school students, next is recruitment to library schools from existing library staff personnel, and last from the undergraduate student body. UCSD has established the Undergraduate Student Internship Program (UCIP) as a way of facilitating recruiting minority undergraduate students. UCLA's library sent two librarians to visit library schools in the southern and southwestern states in order to recruit librarians.

Implementation: Library Council Personnel Committee, LAUC Cultural Diversity Committee.

¤ **25) Counsel and encourage library assistants from under-represented groups to attend library school by providing financial assistance and restructuring work schedules.**

Librarians should make proactive efforts to discuss professional librarianship as a career option for currently employed library assistants from under-represented groups.

Implementation: AULs for Personnel; Campus library diversity committees.

- **26) Create and sustain a systemwide mentorship program for beginning and continuing librarians from under-represented groups.**

  Mentors help orient new librarians to the intricacies of organizational structure and relationships, and assist both new and mid-career librarians in devising appropriate and rewarding career strategies.

  Implementation: LAUC Cultural Diversity Committee, Library Council Personnel Committee.

- **27) Conduct a LAUC sponsored study of recruitment, retention, and advancement of under-represented librarians.**

  More information is required in order to obtain an accurate profile of minority librarians within the UC system. LAUC could issue a call for those interested in conducting research covering this topic as part of its research grants program.

  Implementation: LAUC President; LAUC Research and Professional Development Committee; LAUC Cultural Diversity Committee. Funding to be provided by the Office of the President.

Preface

Even a cursory review of the committee membership reveals a group of individuals with considerable experience in cultural diversity. In addition, each of the committee members has a unique history and body of knowledge. In fact, the majority of the Committee members had not had the opportunity to work with each other on a committee before. The Committee quickly became aware of its unique knowledge and cultural differences. We came to the realization that the work of the committee was both cognitive and emotive. In order to address issues of cultural diversity it became important for us to develop a social bonding between us as members of distinct and converging communities. With V. Sykes' leadership, we developed group processes that validated a diversity of voices. This is not to suggest that there were no differences; there were, but the committee learned to respect those differences. We are sharing this with the larger LAUC membership for two reasons. First, because it is easy and dangerous to lump individuals under an umbrella term such as "minority." While we may share common concerns we come from different cultural formations. Secondly, in order to implement the recommendations contained within this report, it will be necessary for a group process to emerge that facilitates and promotes dialogue, trust and respect. It means creating a safe space in which the experience of different people can be expressed. We see the workshop and the report as the beginning of that process and invite LAUC members to continue it.

The Many Voices of Diversity

The struggle faced by this committee has been the struggle of language, culture, and politics. One question the committee could not avoid was whether the concept of cultural diversity was ultimately liberating or oppressive. From the beginning the committee struggled to hear each others' voices; struggled to establish a common vocabulary and a common language that was representative of the many voices of diversity. It is painfully obvious that each person brought to this committee and to this discussion a personal construct of what diversity means based on that person's experience in American society.

Each member struggled to establish a place for oneself and others on the committee. Trust was an issue because diversity is difficult to define for people not knowledgeable about one another. This preface is an attempt to approximate the voices of a working committee on diversity.

> *For me there is a sense of urgency. Diversity must be seen through the framework of race, class, and gender.*
>
> *The dynamics of the committee have been a problem because it has been a struggle to be heard. At times I have felt like an outsider.*
>
> *How does one liberate oneself in the middle of oppression?*
>
> *Under-represented groups; what does it all mean?*
>
> *Racism is an ever evolving force in this country. At times it is overt, at times it is covert.*
>
> *Multiple diverse voices struggling to be represented and heard.*

The constant problem of being the warrior scholar; the constant emotional oppression; the daily fight for legitimacy; the daily struggle with invisibility.

Never being heard; comments only heard, accepted and made legitimate when repeated or restated by a white person.

The need for strategies for survival; strategies of resistance.

The perplexities of coming to grips with trying to change the image of librarians.

Constantly confronting internalized denials of victimization, forcing oneself to give regular affirmations to soothe the ever invading sense of non-humanness.

These are the voices of the people from this committee, struggling with issues of race, class, gender, internalized oppression and combative wars on their humanity. Always struggling for a wholeness of being that represents their race, class, their sex, and the profession they have chosen. There was no singular voice or definition on the meaning of diversity: there were many. The committee experienced the absence of Asian American and Native American voices in our deliberations. Diversity will remain undefined as long as there are no common languages, no common vocabularies, and no safe spaces for defining what is diversity and what isn't. The question remains: Is the definition of cultural diversity a liberating act or an oppressive one?

May 1991

Committee Report

General Recommendations

- 1) Establish a permanent system-wide committee to deal with issues of cultural diversity in the University's libraries as well as implement the recommendations of this report. The composition of the committee should include individuals familiar with and/or representative of culturally diverse groups within the University of California.

- 2) Provide training in multicultural communication and sensitivity for all library employees, including training for all librarians in understanding and valuing cultural differences and incorporating these differences into professional duties and initiatives.

- 3) Proactively recruit, hire and encourage the advancement of librarians from the under-represented groups.

- 4) Prepare as part of the Committee's annual report analyses of reports and initiatives on cultural diversity generated by LAUC, the LAUC Divisions, the Office of the President, and/or other academic institutions as appropriate.

- 5) Encourage California library schools to continue to recruit and matriculate culturally diverse students, employ faculty, and develop and diversify courses in ethnic studies bibliography and services to diverse cultural groups.

- 6) Establish funding from the Office of the President to initiate, develop, and implement cultural diversity recommendations.

Developing Culturally Diverse Collections

The University of California libraries, when considered collectively, represent one of the major research collections in the world. Just as the University is a leader in collecting research materials for traditional disciplines, so too should the university assume a leadership role in the collection of materials that reflect the culturally diverse composition of its student body and the citizens of the state and buttress future research strategies.

Just as the University is a leader in collecting research materials for traditional disciplines, so too should the university assume a leadership role in the collection of materials that reflect the culturally diverse composition of its student body and the citizens of the state and buttress future research strengths.

Although the ethnic and cultural composition of the state of California has been changing over the years, until recently, this change was not substantially reflected in higher education nor in the library collections of the University of California. Historical exceptions do exist, as reflected in specific ethnic, department, special and branch library collections located at some of the campuses. Berkeley has the Asian-American, Chicano, and Native American libraries, the Afro-American Reading Room, and the historical collections of the Bancroft Library. Davis has a Chicano Studies Reading Room. Irvine has the Southeast Asian Archives. Los Angeles has the Afro-American Library, the American Indian Studies Library, the Asian-American Reading Room, and the Chicano Studies Research Library. Riverside has the Costo Library of the American Indian and the Tomas Rivera Archives. San Francisco has the Oriental Medicine collection. Finally, Santa Barbara has the Chicano and Black Studies units, as well as the recently established California Ethnic and Multicultural Archives.

As noted, the tradition of collecting culturally diverse materials has varied from campus to campus. Some campuses have had faculty input and support in this area, as such collections were seminal to their research and instructional needs. Other campuses have not only received faculty support but have a tradition of administratively separate library units dedicated to collecting specific ethnic and culturally diverse materials. Spurred by institutional initiative or student demand some campuses have made ethnic studies courses part of the required curriculum.

The major issue of collecting culturally diverse materials has revolved around four questions: 1) subject content, 2) format, 3) financial responsibility, and 4) subject expertise.

Subject content deals with the fact that materials of a culturally diverse nature may not always reflect or support the research and instruction conducted on a specific campus. Nevertheless, the argument that these materials need not be collected is no longer valid, as the cultural and ethnic character of the University is diversifying. It is incumbent upon the University to reflect this change by diversifying the materials housed in its campus libraries.

The question of format reflects the fact that culturally diverse materials are frequently produced by small presses in limited runs, and in all formats. As such, they are seldom marketed by the major library materials dealers, resulting in their failure to appear in major bibliographies as well as in the standard approval plans.

As regards financial responsibility, the question still remains: Who will pay? The University of California is dedicated to cultural diversity; however, it has yet to exhibit the financial commitment to back up this claim in the collection of culturally diverse materials for the campus libraries.

Subject expertise in the area of cultural diversity must be a goal for the University of California in the hiring and training of its bibliographers and other librarians, so that they can give the proper care and focus in the development of diverse library collections.

- **7) Initiate a campus-by-campus evaluation and assessment of library holdings of culturally diverse materials and develop detailed campus policies for collecting culturally diverse materials.**

  In order to assess the strengths and weaknesses of all collections in the University, a survey is essential. It would be useful in overall planning and in implementing the other recommendations in this area. At some campuses, the general libraries have received faculty input and support in collecting ethnic and culturally diverse materials. At others, administratively separate library units have been dedicated to collecting such materials.

  Implementation: Library Council and the Collection Development Officers; UC Ethnic Studies librarians.

- **8) Ensure that culturally diverse core collections are maintained as appropriate to each campus.**

  While William Katz has provided a standard definition of core collections, the work *Developing Library Collections for California's Emerging Majorities* has provided us with an outline for collection development among California's under-represented ethnic groups. Campus undergraduate libraries should maintain a core collection of culturally diverse materials. Campuses with major curricular and/or research efforts should maintain at least research level collections in these areas.

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- **9) Ensure that all those involved in collection development on each campus are aware of and trained to recognize materials that pertain to cultural diversity.**

  Culturally diverse materials are frequently produced by small presses in limited runs as well as in all formats. As such, they are seldom marketed by the major library material vendors, resulting in their failure to appear in major bibliographies or in the standard approval plans.

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- **10) Coordinate collection development decision-making processes for culturally diverse material among all branch, unit, affiliated and department libraries.**

  Some campuses have had a tradition of administratively separate library units dedicated to collecting specific ethnic

and culturally diverse materials, resulting in little or no input in overall campus collection development decisions.

Implementation: Collection Development Officers in consultation with the UC Ethnic Studies librarians.

Access to Culturally Diverse Collections

Electronic access to ethnic collections within the University of California is a prerequisite to serious teaching and research in many disciplines across the University. Bibliographic access to the ethnic collections at the University of California is uneven and generally needs improvement. Although several model efforts have emerged from either central library, departmental, or center support, information on specialized library holdings needs to be more generally available to the entire UC system.

Online catalogs are the main route to books and serials within the University of California, and almost all the records of the smaller university libraries have been entered into the MELVYL system. User expectation next focused attention on those significant collections at the larger campuses which were not represented on this University's union catalog, or even in campus-based online catalogs such as ORION at UCLA or GLADIS at UC Berkeley.

Electronic access to ethnic collections within the University of California is a prerequisite to serious teaching and research.

With the exception of the ethnic collections at Santa Barbara, most ethnic collections are outside the general library systems. This explains why until recently these collections were not represented in campus or university-wide union catalogs. Historically, there has been a reluctance on the part of UC libraries to include the holdings of these autonomous collections in their catalogs. University libraries have only recently -- in response to changes in curriculum, faculty research, and a diverse student body -- expressed an interest in facilitating conversion of these records in these "affiliated" or "ethnic center" libraries. In the early 1980s, the Chicano Studies Research Library at UCLA had its catalog reconverted and made available on ORION. As part of the response to Senate Concurrent Resolution 43 (see *The Challenge: Latinos in A Changing California*), the University is adding Chicano-related materials to both the MELVYL system and campus based online catalogs. These developments in the area of Chicano studies, we believe, can serve as guidelines or models for similar developments for the other ethnic collections. The promise of the MELVYL system remains unfulfilled without the holdings of these ethnic and culturally diverse collections.

Likewise, most of the serial titles held by the ethnic libraries are not represented on the campus catalogs or the MELVYL system. Again the exception is Santa Barbara, whose ethnic serials are on the MELVYL system. Through SCR-43 efforts and funding, Chicano related serial titles are being added to the MELVYL system from the Berkeley and Los Angeles campuses. Analytical access to ethnic serial titles is yet another matter, a question we usually consider under reference sources rather than catalog development. However the fact remains that the majority of these titles are not covered by mainstream indexes. Access to African American periodical literature has been traditionally provided by the *Black Periodical Index* formerly, the *Index By and About Blacks*. Access to Chicano material is provided by the *Chicano Periodical Index*, the *Chicano Index*, and the *Chicano Database on CD-ROM*. Better access to periodical literature for Asian American Studies and American Indian Studies is sorely lacking.

CD-ROMs provide much-needed access to articles, and supplement the large online catalogs.Their importance in research strategies is growing quickly, but their high purchase prices raise concerns that budgets may limit CD-ROM purchases to only standard or mainstream databases. If that happens, students researching ethnic questions may be deceived, thinking no literature exists. For the purposes of access to ethnic information, innovative alternative databases are essential.

Recently, collection level records for archival collections are being added to the MELVYL system, while the collections' detailed inventories utilizing such bibliographic software programs as Pro-Cite are available only locally. Local databases on personal computers and records in union catalogs can each improve the current uneven access to the ethnic collections at the University of California. However, union catalogs expect use of Library of Congress subject headings, which are often inappropriate for ethnic materials.

- **11) Ensure access through the MELVYL system to the holdings of ethnic collections on UC campuses.**

  Basic access through the MELVYL system to the holdings of ethnic collections is fundamental. Further enhancements could include the development of a MELVYL function to limit searches to a particular collection and the creation of separate subsets of ethnic materials on the MELVYL system. This will require additional funds for conversion and cataloging.

  Implementation: Office of the President; Library Council; Local campus.

- **12) Foster the development of and access to ethnic databases such as the Chicano Database.**

  Access to books alone is not enough when so much ethnic data is available in other formats, such as journal articles, anthology articles, newspaper articles, statistics, visual materials, etc. Databases which index these sources would greatly enhance the access provided by the MELVYL system. The procedures for development of these databases may vary. Some may be discrete databases, while others might be integrated into existing online catalogs. However we need to encourage compatibility with MELVYL formats in order to improve chances of availability through the MELVYL network. Internet access to major culturally diverse collections should be further facilitated. Another way of promoting access is by distributing locally produced databases such as the Chicano Database, indexes, and guides to all libraries in the UC system.

  Implementation: Office of the President; Heads of Public Services (HOPS); LAUC Cultural Diversity Committee.

- **13) Submit recommendations for changes in LC subject headings which would improve access to ethnic materials. Encourage UC catalogers to use specialized thesauri and additional cross references to make up for some of the inadequacies of LCSH.**

  Mainstream catalogers as well as librarians of ethnic collections agree that controlled vocabulary thesauri provide better access to these specialized collections than do LC subject headings. In this regard, we should encourage and promote the use of specialized thesauri (e.g., the *Chicano Thesaurus*) locally and/or through the MELVYL system. The cooperative development of thesauri by like institutions both in the UC system and elsewhere would be a major contribution to the national library community.

- Implementation: Local campus; LAUC Cultural Diversity Committee, Library Council Cataloging Policy Committee.

- **14) Survey bibliographic access to ethnic collections across the campuses. Uncover and provide access to "buried" and un-analyzed sets or collections within larger libraries such as the Bancroft Library, and in general, enhance awareness of ethnic studies materials in the Main Library collections of each campus. Foster computerized inventories of and indexes to special collections, and make them available at the systemwide level.**

  In order to assess the strengths and weaknesses of all collections in the University in the area of bibliographic access to ethnic materials, a survey is essential. It would be useful in overall planning and in implementing the other recommendations in this area.

  Materials important to cultural diversity or ethnic studies may exist in special or Main Library collections but may not be recognized as such. They may be included in California history collections, for example, but may not be identified as ethnically-related.

  Very valuable item-by-item documentation of special collections is being conducted through local campus projects. These personal computer databases need to be available to all in the system who can benefit from them. At the same time each collection should have a MARC format record on the MELVYL system.

  Implementation: Local campus; LAUC Cultural Diversity Committee; Office of the President.

Reference Services and Instruction in the Use of Collections

The library plays a critical role in creating and sustaining a multicultural environment which affirms the identities and experiences of all. Since most contact between library and patron occurs at public service reference points, reference services -- often defined as direct, personal assistance to readers seeking information -- could play a particularly critical role in enhancing a multicultural environment. Although libraries at the University of California have taken some important first steps -- for example, several campuses have hired librarians for ethnic studies and other cultural diversity programs --much remains to be addressed and accomplished. In the area of reference, libraries need to work collectively to: 1) analyze present services; 2) develop new services; and 3) create new ways of interacting among reference staff and with patrons. Likewise, libraries must understand and act upon the need to train and sensitize all bibliographic instruction librarians so that they function optimally in a more culturally diverse environment.

Libraries must understand and act upon the need to train and sensitize all bibliographic instruction librarians so that they function optimally in a more culturally diverse environment.

Communication, perhaps especially intercultural communication, is a complex and multi-dimensional process involving not only spoken language but also values and cultural conventions and expectations. Librarians should be able to expect respectful treatment from staff as well as patrons no matter what their gender or ethnicity may be. In return, librarians must treat all library users with consideration, dignity and respect.

The reference interview represents a critical locus of opportunity, upon which success or failure in a multicultural library environment rests. Together we must further explore intercultural dimensions of the reference interview, identify actual and potential communication barriers and develop strategies to improve intercultural communication and meet the needs of all users. Communication issues extend beyond how we react to library users. Librarians should actively communicate awareness and appreciation of diversity, explicitly using cross-cultural examples and/or materials in helping refine research topics. We should strive to create an atmosphere at the reference desk in which any user feels both comfortable and confident that their needs are being addressed.

An ethnically and culturally diverse staff, including librarians and other reference personnel, will convey an important message to the entire campus community. Reference staffing should reflect the composition of the user population. A diverse librarian population is a concern that clearly goes beyond reference and library instruction, but given how public the activities are (or should be), these particular services bring the point home forcefully. All the clever conceptual frameworks, all the sensitivity about selection of examples, all the training and outreach in the world does not compensate for the absence of a multi-racial and multi-ethnic professional staff. Words are sometimes less significant than the persons saying them. Librarians, like teachers, are role models, and it is a painful fact that the librarian staff of the University of California does not reflect the actual diversity of the California population or even the University of California student population. We are essentially lacking a feature critical to successful teaching.

At times, patrons are reluctant to use reference services and/or are unaware of their potential benefit. In some cases, the reasons for this under-utilization stem from cultural background, hesitancy to be self-revealing, or lack of confidence in being taken seriously. It has been observed that patrons will seek out, even at some inconvenience, librarians of their own ethnicity. Specialized positions (e.g., multicultural outreach librarians) can serve to effectively develop library awareness and services for culturally diverse groups.

Since the reference collection serves as a gateway to the general collections, it should be carefully evaluated and strengthened to support multicultural studies. As we move to a more automated reference environment, we must also carefully evaluate computerized resources like CD-ROMs for what they fail to cover as well as for their benefits. Librarians should articulate

information needs and lobby in their professional organizations for computerized resources in ethnic studies. It is negligent to rely simply on mainstream sources or to accept as sufficient currently available databases which do not include specialized sources nor information on culturally diverse topics. Reference librarians should actively promote student awareness of available materials through adequate signage, published guides, and other appropriate mechanisms. Finally, the reference collection should also include information on campus and community based resources. Reference librarians must possess a good working knowledge of specialized collections, sources and community resources in order to make informed and creative referrals. While much of this knowledge and training will be gained through working in a particular location with a particular community, a theoretical and intellectual foundation should be provided in library school.

Library education in California remains singularly inadequate in addressing issues of diversity, intercultural communication, and the social and political roles of librarians generally in perpetuating or combatting racism and other patterns of discrimination. We must also persuade library schools, particularly those at UCB and UCLA, to include these issues as an integral component of their programs. Courses on the bibliography of ethnic studies; courses on bibliographic instruction which are sensitive to the diverse cultures and races in California; and courses examining intercultural communication, and the role(s) of the library in a multicultural society should be a core requirement for all prospective public service librarians and part of a specialty in ethnic studies/cultural diversity bibliography.

Every bibliographic instruction librarian needs to be responsible for enriching the tone, substance, and content of instruction sessions.

The University of California has been in the forefront of the traditional "Bibliographic instruction (BI) Movement." Over the past ten to fifteen years, instruction in the use of library resources has grown from a tentative, fledgling interest of a small number of librarians to a public service specialization, complete with its own growing body of literature and research. Currently at Berkeley and Irvine, library instruction is handled by a distinct unit within the library; at other campuses, coordination of the bibliographic instruction program is an assigned responsibility of a member of the public services staff. Whether organized as an independent office or administratively connected to a reference department, provision of library instruction has become an integral part of most public services and/or reference units. Bibliographic instruction can also provide the institution with new ways of evaluating its role in a changing environment by allowing student needs to influence the types and levels of bibliographic instruction that a library provides.

As California's population becomes more ethnically and racially diverse, and as the University of California institutes ethnic studies and cultural diversity requirements, it is apparent that changes in bibliographic instruction are necessary. Currently librarians with no training or background in collection development or teaching have been assigned bibliographic instruction responsibilities for ethnic studies departments and cultural diversity programs. This is seldom the case for librarians in the sciences, humanities and other subject areas. We must validate ethnic studies disciplines and cultural diversity by recognizing subject specialization in these areas on a par with any others in the university.

Important steps have already been taken at Santa Cruz and Irvine by hiring Multicultural Services Librarians. At Santa Cruz this librarian is a member of the Reference Department, with bibliographic instruction as a central part of the librarian's outreach responsibilities. It would be well worth the effort to compare the structure, content and level of librarian subject expertise or training for existing library bibliographic instruction efforts involving ethnic studies and cultural diversity at UC and other academic institutions. Components of a model program for the University of California libraries and the steps and processes for implementing such a program could then be determined.

The issues in library instruction are at once simple and complex. The more complex matters require a serious re-evaluation of resource allocations and a fundamental restructuring of

recruitment to the profession and in-service training. To resolve some issues, however, requires nothing more than careful attention to language and an enhanced understanding of the changing demographics on our campuses and in our communities. If we are truly committed to responding to issues of cultural diversity, ethnic studies requirements, and multicultural literacy, libraries must be prepared to allocate resources. We must tackle the related concerns of how best to provide instruction in a range of settings. We need to examine the special requirements of ethnic studies and other classes or programs involving cultural diversity, concentrating on subject expertise and pedagogical skill/training. We must simultaneously focus on ways to ensure that multicultural sensitivity and a commitment to diversity are central to all instructional programs.

Library instruction demands creativity. Instructors need to think about the examples used in handouts or how to explain a particular source in social, political as well as bibliographic terms. We send critical messages about our collections and services whenever we instruct a class. Taking the time to choose examples that highlight the diversity within our collections is one positive way to acknowledge the diversity in our classrooms and communities. We do a disservice to the students and to the library if we assume that lectures incorporating diversity examples are solely the responsibility of librarians teaching to or about ethnically diverse groups. When, where, and how librarians can attain the skills and sensitivity needed to interact with an ethnically and culturally diverse faculty and student body are questions needing immediate attention.

Every bibliographic instruction librarian needs to be responsible for enriching the tone, substance, and content of instruction sessions. Serious consideration and commitment are needed to move UC libraries toward realization of more relevant bibliographic instruction programs. When establishing or evaluating programs, the following issues and questions should be raised:

1. Should bibliographic instruction programs with a focus on cultural diversity and ethnic studies be designed by each campus or should a UC-wide task force be established? Should the project be coordinated or co-sponsored with UC library schools or professional associations such as ALA?

2. What levels and methods of bibliographic instruction should be offered to enable use and exposure of library users to resources on cultural diversity/ethnic studies? Options might include computer-assisted instruction; self-instruction workbooks; courses for faculty (or co-teaching courses with faculty); or credit courses solely on resources concerning cultural diversity/ethnic studies. Do any of these options work better for particular ethnic or diversity groups?

3. What are minimum qualifications for instructors? Should they have substantive training and/or a degree in cultural diversity issues/resources/studies? To instruct specific ethnic groups, should they be bilingual? Should they be a member of the same ethnic or diversity group?

4. Should financing and management of bibliographic instruction on/for cultural diversity/ethnic studies be systemwide or the responsibility of each campus?

5. Should bibliographic instruction programs on/for cultural diversity/ethnic studies be set up on a priority basis?

6. Should bibliographic instruction programs be designed for each defined ethnic group or should there be one program that includes all diversity groups?

- **15) Provide training in multicultural communication and sensitivity for all public service staff.**

  The University of California has a commitment to increase the enrollment and retention of students from racial and ethnic minority groups. To fulfill this commitment, the University has to create learning and social environments conducive to the successful academic careers of historically under-represented students. Since most contact between library and patron occurs at public service reference points, it is imperative that all public service staff increase their awareness of cultural differences and sensitivity to issues related to race, gender and ethnicity.

  Implementation: HOPS and LAUC Cultural Diversity Committee with funding from the Office of the President.

- **16) Proactively recruit, hire, train, and encourage the advancement of reference specialists and bibliographic instructors in ethnic studies.**

  Human resources play a significant role in connecting patrons to information. Libraries must hire specialists in ethnic studies who have clearly defined responsibilities to provide in-house and outreach services which will promote a broad-based awareness of cultural diversity and multicultural literacy.

  Implementation: Library Council Personnel Committee,

- **17) Develop an outreach and public relations program for the campus communities for reference and bibliographic instruction services.**

  In order to maximize use of the services by targeted groups, librarians must gain visibility and recognition among faculty and students. Librarians can gain visibility by extending orientation and outreach programs to non-library settings, e.g., to dorms, clubs, cultural centers, counseling centers, women's centers, ethnic studies programs, faculty meetings, etc. Librarians should participate actively in campus-wide functions, especially in cultural activities whether or not library related, such as international fairs, rainbow festivals, ethnic heritage celebrations. Reference services should be publicized through flyers and student newspapers.

  Class visits can establish close contact between librarians and students and encourage minority students who are more reluctant to approach the Reference Desk for assistance. Also, class visits add to the visibility of librarians and help librarians to learn about the make-up and needs of the student population on the campus.

  Implementation: HOPS, Local campus, LAUC Cultural Diversity Committee.

- **18) Provide training for reference and bibliographic instruction librarians so they understand and value cultural diversity and incorporate examples from different cultures into their instruction and reference practices.**

  An understanding of the impact of racism on particular ethnic groups might also enhance communication and the selection of examples as well as the development of instructional materials. Administrative support (funding for materials, release time and clerical support) would allow librarians with ethnic studies expertise to provide regular in-service sessions of resources, issues and trends in their areas.

  Implementation: Development and Coordination of sensitivity training by LAUC Cultural Diversity Committee. Funding for a series of workshops to be provided by the Office of the President.

- **19) Evaluate new reference tools, both traditional and electronic, accurately and critically in terms of coverage of information and sources on diversity issues, ethnicity and race, and multiculturalism.**

  As more information appears in electronic format (e.g., CD-ROM, remote site databases, locally mounted databases), it becomes increasingly important to ensure the quality of these resources and their accessibility by the university community. These sources should be evaluated in terms of their coverage of culturally diverse populations. Reference staff must be trained in the efficient use of these electronic resources, particularly in the effective presentation of this information to minority students. These presentations will increase students' awareness about the coverage of these topics in the literature, familiarize them with the resources in their specific area, and impress them with the knowledge that reference staff make special efforts to meet students, faculty and staff needs in the areas of ethnicity, culture and minority studies.

  Implementation: Computer Files Committee; Collection Development Committee; HOPS; Local Campus.

- **20) Establish guidelines and resources for training librarians who will provide bibliographic instruction in ethnic/multicultural studies.**

  We must work towards training all librarians to work with diverse ethnic/cultural groups. Librarians from under-represented groups can serve as instructors, resources and role models.

  Implementation: HOPS in consultation with Library Instruction Roundtable (LIRT) of American Library Associa-

tion (ALA), and the Bibliographic Instruction Section (BIS) of Association of College and Research Libraries (ACRL); LAUC Cultural Diversity Committee.

- **21) Develop basic bibliographic instruction that supports new campus breadth requirements as well as advanced instruction to support the explosion of graduate and faculty-level research in ethnic/multicultural studies.**

  Some campuses have developed bibliographic instruction courses to this end. In addition, the California Clearinghouse of Library Instruction has also gathered relevant information in this area.

  Implementation: LAUC Cultural Diversity Committee will coordinate and disseminate information on courses. Funding to be provided from the Office of the President, individual campuses, UC library schools, etc.

- **22) Encourage California library schools to offer regularly courses in ethnic studies bibliography and services to a multicultural population; incorporate issues of diversity into courses in the general library school curriculum.**

  Implementation: LAUC Cultural Diversity Committee in consultation with library school faculty and deans, and ethnic studies librarians, and professional organizations involved with these issues; library school alumni organizations.

Recruitment Advancement and Retention

The number of racial and ethnically diverse librarians employed by the university is far from proportional to the state's racial and ethnic population, or even to the under-represented students enrolled in the universities statewide. Any discussion of university multicultural library services and programs in the areas of bibliographic access, collection development, reference services, and bibliographic instruction cannot adequately be addressed without including in the discussion the crucial component of professional staff. There are too few library professionals in the UC system who have the professional background, the commitment, the cultural understanding, and the training to effectively develop programs and services for racial and ethnic minority students. Too few UC librarians have subject expertise in African American, Asian American, Chicano and Latino, and Native American studies in the University's libraries. Librarians with training and education in these fields must be hired.

There are not enough UC librarians with subject expertise in African American, Asian American, Chicano and Latino, and Native American studies in the University's libraries.

The University's libraries will be impacted by demographic changes much the same as other public service organizations throughout the state are being affected. These changes are already in progress.

- The enrollment of ethnic minority students is gradually increasing at all of the UC campuses. In the Fall of 1990, the entering freshman class at UC Berkeley was 32% white. As the racial and ethnic population of the state continues to increase, so will the number of under-represented high school students eligible for UC admission.

- Several UC campuses have academic ethnic studies research centers, departments or programs. Where main libraries have little reference expertise in these fields, thinly-staffed departmental or research center libraries have become overburdened with the increase of students taking ethnic studies-related courses.

- Several UC campuses have instituted ethnic studies undergraduate course requirements and others are considering doing so. The university's general libraries are not prepared for the onslaught of requests for resources and research assistance in the fields of ethnic studies that these courses generate. Librarians focusing on collection development and reference/bibliographic instruction for ethnic studies are necessary to meet these changes.

The subject of recruitment and advancement of racial and ethnically diverse librarians is a serious one. Various issues exist that must be examined honestly and critically. According to the administration of the University of California, cultural diversity is the highest priority at all campuses, in all departments, and at all levels; the goal is cultural diversity in relation to student enrollment and employment of faculty and staff. Yet we have not seen substantial change at any level. Among the University's 600 plus librarians, fewer than 15% are of diverse racial or ethnic backgrounds, and few minority librarians indeed fill top administrative positions. Proactive recruitment procedures must be developed and instituted if a change in hiring patterns is to come about. Discussions with personnel librarians and/or officers concerning the most successful means of recruiting and retaining librarians from under-represented ethnic/racial groups should continue.

When discussing recruitment by a University library, the issue of recruiting a racially and ethnically diverse student body for graduate library schools arises. Only 9.3 % of library degrees are granted to minority candidates; the recruitment of people of color into library school is one of the challenges facing us. It is necessary for UC libraries to become involved with organizations throughout the state that are working with career and alumni groups in educating students about the profession of librarianship.

In recent years the ethnic diversity of students entering undergraduate education programs has been decreasing, and the pool for qualified candidates for all professions has been diminishing. The California Post-secondary Education Commission's most recent "High School Eligibility Study" shows that among California's public high school graduates, only 4.5% of Black graduates and 5.0% of Hispanic graduates attain university eligibility, compared with 14.1% of all high school graduates (from the *University of California Undergraduate Student Affirmative Action Five-Year Plan*, 1990, p.3).

Ethnic librarians must be regular, permanent, professional positions. While internship or residency positions appear to be a solution to the issue of hiring racial and ethnic librarians, such positions may not always benefit the intern. Librarians hired into temporary specially-funded posts are handicapped in relations with colleagues who presume they are unqualified for a "regular" professional position, and who may show less respect than that accorded other colleagues. Often, responsibilities assigned to interns include too many public service hours and few of the professional activities needed to enhance the person's advancement and promotional opportunities. Intentionally or not, interns are likely to fail in their attempt to gain continuing appointments.

The academic environment is not always friendly, nor does it operate with a set of clear or logical rules. Minority librarians new to the academic world need information and guidance that is not always readily available; a climate for success must be created. Professional librarians already in the University library system should spend time with new and/or younger librarians acting as mentors. A structured education program should be organized to initiate the librarians to the peer review process and their part in it.

Librarians working in collection development for ethnic studies or those working with diverse racial and ethnic students quickly become "tracked" into "minority librarianship" while their other skills, talents, or interests are not professionally recognized or utilized. Consequently, they are often not included in administrative committees nor in the culture of the institution, making it unlikely that they will become part of the decision-making structures.

Librarians of diverse racial and ethnic backgrounds already in the UC library system do not experience a supportive environment conducive to their professional development. It is their perception that the promotion and advancement rate of minority librarians is lower than that of Anglo librarians. Future analysis may well prove that it has taken longer, years longer, for librarians of color to be promoted from assistant to associate to full librarian. Minority recruitment, retention, and promotion can only thrive in a climate that is willing to acknowledge and support diversity.

- **23) Establish a Target of Opportunity library diversity program, create librarian positions for which under-represented groups are encouraged to apply, and support existing internships, residencies and 'specially funded' positions.**

  A sincere commitment to the hiring of racial and ethnic librarians entails flexibility in filling librarian positions. To this end Target-of-Opportunity (TOP) positions that cur-

rently exist for faculty should be established for librarians. Applicants from under-represented groups who are not selected for a current opening but who possess qualifications appropriate for another department can be hired. UC Santa Barbara and San Diego have hired racial and ethnic librarians through TOP.

Implementation: University Librarians; Library Council Personnel Committee.

¤ **24) Establish a comprehensive multi-campus recruitment program for all of the UC libraries.**

Coordinated recruitment, including library administrative positions, should be the goal of UC recruiters. This might include establishing a master list of applicants interested in employment on all of the UC campuses.

Recruitment can be viewed in different stages. First priority is the recruitment of professional librarians, second is library school students, next is recruitment to library schools from existing library staff personnel, and last from the undergraduate student body. UCSD has established the Undergraduate Student Internship Program (UCIP) as a way of facilitating recruiting minority undergraduate students. UCLA's library sent two librarians to visit library schools in the southern and southwestern states in order to recruit librarians.

Implementation: Library Council Personnel Committee, LAUC Cultural Diversity Committee.

¤ **25) Counsel and encourage library assistants from under-represented groups to attend library school by providing financial assistance and restructuring work schedules.**

Librarians should make proactive efforts to discuss professional librarianship as a career option for currently employed library assistants from under-represented groups.

Implementation: AULs for Personnel; Campus library diversity committees.

¤ **26) Create and sustain a systemwide mentorship program for beginning and continuing librarians from under-represented groups.**

Mentors help orient new librarians to the intricacies of organizational structure and relationships, and assist both new and mid-career librarians in devising appropriate and rewarding career strategies.

Implementation: LAUC Cultural Diversity Committee, Library Council Personnel Committee.

¤ **27) Conduct a LAUC sponsored study of recruitment, retention, and advancement of under-represented librarians.**

More information is required in order to obtain an accurate profile of minority librarians within the UC system. LAUC could issue a call for those interested in conducting research covering this topic as part of its research grants program.

Implementation: LAUC President; LAUC Research and Professional Development Committee; LAUC Cultural Diversity Committee. Funding to be provided by the Office of the President.

Project History

Over the past two decades there have been numerous committees and several organizations which sought to address the area of cultural diversity. Some of these efforts have focused on specific ethnic groups while others have been multi-ethnic. For example, affiliates of the American Library Association include REFORMA (the National Association to Promote Library Services to the Spanish Speaking); the Black Caucus; the Chinese American Librarians Association; the Korean American Librarians Association; the Ethnic Materials Information Exchange; and the American Indian Library Association. The Association of College and Research Libraries has a Task Force on Recruitment of Under-represented Minorities. At the statewide level the California State Library has funded several initiatives, the latest being Partnerships for Change.

During the latter part of the 1980s, the University made a renewed effort concerning cultural diversity. One of the principal initiatives which included a concern for libraries was a conference sponsored by the Presidents Committee on Undergraduate Education (PACUE) entitled "Cultural Diversity in Undergraduate Education: What's Working, What Could Work?" J. Ariel, a librarian from the Irvine campus, organized a session where librarians and faculty explored ways to integrate culturally diverse issues into the curriculum. The session highlighted the demographic, political, and cultural changes rapidly taking place in American society. One of the outcomes of this session was a call for the University to establish a system-wide ethnic librarians' group.

At the system-wide level, Library Council, a group made up of University Librarians, Office of the President staff and a Librarian Association of the University of California (LAUC) representative, also began discussing diversity during this period. Their discussions focused on culturally diverse collections, access and preservation and called for a meeting of librarians responsible for providing service within these areas. The convergence of these last two efforts helped establish the Ethnic Studies Librarians Network.

During this same period S. Starr, then President of LAUC, conducted a Delphi study to determine what issues librarians within the University considered most pressing. While the results did not initially put cultural diversity within the top three items, S. Starr re-prioritized it to be so. She recommended statewide workshops on cultural diversity to the LAUC Executive Committee. The Executive Committee affirmed her recommendation and asked her to meet with librarians in order to develop a proposal to carry out the workshops.

Several librarians met on August 8, 1989 at UCLA to draft a proposal for the workshops. Also discussed were the topics to be presented and the presentation format for these programs, as well as the recommendations for an ad hoc committee to fulfill the charge. S. Starr then forwarded the proposal to J. Gordon in the Office of the President to solicit funding for the workshops. The original $10,000 proposal was funded at the level of $3,000. Campus divisions were asked to select members for the ad-hoc committee. In December of 1989, LAUC President J. Horn created the Ad Hoc Committee on LAUC Regional Workshops on Cultural Diversity in Libraries. E. Fisher (UCSD) was appointed chair of the committee. In addition, E. Martinez (UCR) and F. Gaffney (UCSD) were appointed as faculty representatives to the Committee.

As a preface to the actual charge to the Committee, J. Horn wrote: "The topic of cultural diversity is an important one for the University of California libraries. On your individual campuses we have been working to increase the awareness of cultural diversity in our libraries. We need to consolidate the excellent work that has taken place on the campuses and formulate new policies and programs for our libraries which will meet the needs of an increasingly diverse user population. In order to develop recommended changes . . . it is proposed that LAUC

sponsor two regional workshops on cultural diversity. The goal of these workshops will be to present to the LAUC membership and the Office of the President recommendations for new or modified programs or services in the key areas of bibliographic access, collection development, reference service and bibliographic instruction." (The actual charge to the Committee is included in the Appendices.)

In order to promote discussion at the workshops and provide basic information on the topics to be discussed, the Committee decided at its first meeting to develop issue papers. This decision was based on the premise that issue papers would provide an opportunity to survey current and potential library and information projects both within and outside of the University of California. Through this process published and unpublished literature could also be surveyed. Issue papers were assigned to committee members. J. Ariel and E. Broidy were invited to be co-authors on the reference and bibliographic instruction papers respectively. After being reviewed by the committee these issue papers were to be disseminated to the LAUC membership prior to the workshop to provide common focal points for discussion at the workshop. The Committee decided that the other issues could not be adequately addressed without discussing recruitment, advancement and retention, so they added these topics to the general areas to be covered. This was consistent with the mandate by President Gardner and reflected the "reinvigorated" effort on the part of the University to increase the numbers of women and minorities in the UC community.

When the issue papers were completed, they were sent to each LAUC division and from there made available to the LAUC membership. Each campus was to hold a meeting to discuss these papers and develop comments and recommendations which would be forwarded to the committee before the workshop. This plan was carried out at each campus with the following exceptions: Berkeley held their meeting after the workshop, and Irvine did not formulate a local list of recommendations, but rather sent recommendations with each delegate attending the workshop. Facilitation training for the committee members and campus representatives were held in Northern California and Southern California. The training sessions were designed and led by V. Sykes.

In the initial plan proposed by S. Starr at the meeting held at UCLA in 1989, the budget for the workshops was recommended at the $10,000 level for two workshops. When this was amended to $9,300, several Committee members raised concern whether this funding level would allow the members to carry out the charge of the committee. The actual proposal sent to the Office of the President requested $6,500. The funding received was $3,000. The Committee, in consultation with the LAUC Executive Board, decided it was possible to hold only one workshop.

The Workshop

The workshop on cultural diversity in UC libraries was held on October 15, 1990 at the Los Angeles campus. Copies of the invitation and flyer are included in the appendices. The workshop generated hundreds of recommendations which were later reviewed and synthesized by the committee. By all accounts the workshop was successful in not only generating recommendations and in the level of attendance, but in beginning a dialogue on cultural diversity within the LAUC membership.

Acknowledgments

First, the Committee is grateful for and acknowledges the leadership provided by Edith Fisher and S. Curtis for their work as Chair and Acting Chair, respectively of the committee. We also acknowledge the principal support provided by both LAUC and the Office of the President. We thank J. Horn and S. Starr for their leadership in initiating this process and the following campuses for providing meeting space and accommodations: Irvine, Los Angeles, San Diego, San Francisco and Santa Cruz. Members of the LAUC Los Angeles Division made arrangements for the workshop, in particular, N. Corral, S. Sterling and M. Goral. R. Scherrei, Associate University Librarian (UCLA) provided funds for the lunch. Guest speakers, J. Boisse and J. Horn helped set the context for the workshop. The chair would like to thank E. Loh for representing UCLA at the initial committee meeting and acknowledge the institutional support provided by the Chicano Studies Research Center. Finally, we would also like to thank the following LAUC members who helped the committee members facilitate the workshop: J. Ariel, E. Broidy, J. Markham, L. Melendez, R. Meszaros, C. Oka, and S. Shellaby.

The present report grew out of issue papers prepared by several librarians. The paper on collections was prepared by P. Dawson and A. Griego, the paper on bibliographic access by L. Castillo-Speed and R. Chabran; the paper on reference by A. Churukian and J. Ariel; the paper on bibliographic instruction by E. Broidy and C. Yates; and finally the paper on recruitment by V. Sykes and R. Castro. The report final report was collectively written. Editorial support was provided by L. Castillo-Speed, S. Casement, A. Ritch, and R. Castro. Final thanks to E. Meltzer and the LAUC Executive Board who provided leadership in guiding the report through final approval.

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Appendices

Chronology

October-November, 1989 Committee members selected, E. Fisher appointed as chair.

December,1989 Memo from J. Horn to committee establishes charge of committee, created as result of PACUE conference and LAUC Delphi study.

February, 1989 First one-day meeting of committee held at UCLA. Committee of nine librarians and two faculty attended. Committee decided to organize one workshop; added fifth area of concern to original charge; decided to write issue papers in preparation for workshop in each of the five areas of concern. Faculty members agreed to edit final report.

March-April, 1990 Chair of committee, E. Fisher, was requested to resign by LAUC president since she was on personal leave from UCSD. After committee objected, resignation request was rescinded and S. Curtis, LAUC president-elect, was appointed as interim chair by J. Horn.

May, 1990 Meeting held at UCSC; J. Horn attended to discuss resignation issues and concerns. New committee members welcomed. Workshop plans, date, site and outline finalized. First drafts of issue papers presented and discussed.

June-August , 1990 Series of teleconferences to edit issue papers, make final preparations for workshop scheduled for October 15, 1990 at UCLA. Schedule and format for three facilitator training workshops arranged for committee members in preparation for the main workshop. Training conducted by V. Sykes.

September, 1990 Issues papers sent to LAUC campus divisions. Eight campuses hold workshops to discuss issue papers; one campus held it after the workshop. Committee members participated in these workshops. Written comments from each campus sent to October workshop.

October, 1990 E. Martinez, faculty, resigns from committee.

October 15, 1990 Well-attended workshop held at UCLA; 85 LAUC members from all nine campuses attended. Three sets of recommendations resulted from the involvement of all who attended; committee recommendations, campus recommendations, and workshop recommendations, totaling 37 typed pages. Working meeting held Oct. 16th for the committee. In order to objectively reflect the volume of response, the decision was reached to request funds to hire an editor to assist in consolidating all the data for the final report. It was decided to apply to LAUC for additional funds to complete the report. The committee discussed the official status of the original committee chair. Committee group building by V. Sykes scheduled for December.

November, 1990 Acting chair of committee makes presentation and asks LAUC executive board for grant to hire editor and complete report. Request denied. Transcription and compilation of workshop recommendations completed by committee members. Group building session postponed.

February-March, 1991 S. Curtis, LAUC president, appoints R. Chabran as chair of committee to replace E. Fisher. R. Chabran and two members of committee attend LAUC executive board meeting to present committee's plans to complete a report.

April, 1991 One day meeting held at UCSD. Outline, format, and time line of report completed; additional sections assigned to members; consolidation of workshop recommendations submitted by members.

May, 1991 Progress report presented at LAUC Spring Assembly by chair and two committee members. Two day group building exercises and meeting held at UCSF. Writing and editing of report; new assignments distributed.

June-July, 1991 Teleconferences held to edit sections of report.

August, 1991 Working meeting held at UCSF. Preliminary draft of report reviewed. Introduction, chronology and history sections completed.

October,1991 Report submitted to E. Meltzer, LAUC President.

December, 1992 Report reviewed at Fall Assembly, Executive Board submits suggested revisions to Ad Hoc Committee

February-April, 1992 Ad Hoc Committee makes revisions

May 1992 Report and recommendations approved at Spring Assembly

Workshop Proposal

LAUC Regional Workshops on

Cultural Diversity in Libraries

The Librarian's Association of the University of California (LAUC) is aware of the need to adapt our libraries to a student body of increasing cultural diversity. Our members are concerned that libraries must formulate new policies and programs if we are to provide the information environment required to meet changing curriculum programs to educate a student body of diverse backgrounds and interests. Each LAUC Division is currently working to alert its members to the need to change our libraries, but a means to produce concrete recommendations for change is required. We are thus proposing to hold two regional workshops, one in the North and one in the South, at which members from all LAUC divisions will develop recommendations for new or modified programs or services in the key areas of bibliographic access, collection development, reference service and bibliographic instruction.

Outline of the workshop:

1. Keynote speaker to outline the problems facing our libraries and to address the corresponding needs for staff development.

2. Morning workshop:

Participants will sign up in advance for one of four workshops addressing the issue of how to address new curriculum programs (related to cultural diversity) in these four areas: Bibliographic Access, Bibliographic Instruction, Collection Development, Reference Services. Prior to the meeting, they will receive from the workshop facilitators, background reading and a list of the issues which need to be addressed to adapt the workshops service area to a culturally diverse student body. The morning workshop will be devoted to a discussion of these issues and any others participants wish to consider.

3. Lunch

4. Afternoon workshop:

Morning workshops will reconvene after lunch. Their charge will now be to develop recommended actions/programs that UC Libraries should take to respond to the issues they raised in the morning.

Participants:

Each campus will be able to send up to two individuals to each workshop. In addition, each workshop will have two facilitators, one from the North and one from the South; both facilitators will

attend both meetings. Local community colleges and state universities in the immediate geographic area will be invited to send one observer to the workshop.

After the meeting, the facilitators will submit the recommendations of their workshops for approval to the LAUC membership at the next LAUC Assembly.

Organizers:

Each LAUC Division will appoint a member to serve on the organizing committee for the workshop; one of these members will be appointed Chair by the LAUC President. Divisions will also be asked to suggest facilitators; the organizing committee will select the facilitators.

Facilitator training:

Since the success of these workshops is dependent on the quality of the facilitators, training will be provided. A half day workshop for the facilitators will be held prior to the first workshop. It is hoped that these regional workshops will be the first of several series of workshops on issues related to cultural diversity, at which these facilitators can assist.

Budget:

Travel to workshops: facilitators	$2000
Room arrangements: two workshops	$ 500
Keynote speaker: travel and honoraria	$1000
Travel to workshops: attendees (mileage)	$ 500
Lunch	$2000
Printing, mailing	$ 500
Total:	$6500

Charge to the Committee

UNIVERSITY OF CALIFORNIA LIBRARIANS ASSOCIATION

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO SANTA BARBARA • SANTA CRUZ

OFFICE OF THE PRESIDENT, LAUC

December 8, 1989

TO: Ad Hoc Committee on LAUC Regional Workshops on Cultural Diversity in Libraries

Edith Fisher, Chair (SD)
Lillian Castillo-Speed (B)
Rafaela Castro (D)
Patrick Dawson (I)
Richard Chabran (LA)
Araxie Churukian (R)
Carol Yates-Imah (SF)
Adan Griego (SB)
Vivian Sykes (SC)
Professor Eliud Martinez (R)
Professor Floyd Gaffney (SD)

FROM: Judy Horn, LAUC President Judy Horn (pen y.s.)

Thank you all for agreeing to serve on the Ad Hoc Committee to Organize the LAUC Regional Workshops on Cultural Diversity in Libraries. This is a joint LAUC-Faculty Committee. Edith Fisher has agreed to serve as chair and will be contacting you shortly.

The topic of cultural diversity is an important one for University of California libraries. On your individual campuses we have all been working to increase the awareness of cultural diversity in our libraries. We need to consolidate the excellent work that has taken place on the campuses and to formulate new policies and programs for our libraries which will meet the needs of an increasingly diverse user population. In order to develop recommended changes which will assist our libraries in responding to changes in the undergraduate curriculum, new ethnic studies requirements, new faculty research interests, as well as a student body of varying degrees of library research experience, it is proposed that LAUC sponsor two regional workshops on cultural diversity. The goal of these workshops will be to present to the LAUC membership and the Office of the President recommendations for new or modified programs or services in the key areas of bibliographic access, collection development, reference service and bibliographic instruction. Using the plan for LAUC Regional Workshops on Cultural Diversity in Libraries, your committee is charged to:

1. Plan and organize two regional workshops for LAUC, including the keynote speakers, facilitators and all other meeting arrangements.

2. Hold the workshops as soon as possible, but no later than the spring of 1990.

3. Report recommendations from the workshops to the next LAUC Assembly but no later than the Fall Assembly, 1990.

4. Make recommendations on how these workshops can be continued in a series of LAUC sponsored workshops related to cultural diversity. These recommendations should be included in the report to the LAUC Assembly.

Funding of $3,000 has been allocated by the Office of the President to support these workshops. This money must be spent by the end of the 1989/90 fiscal year.

Thank you again for your willingness to serve on this committee. We are all looking forward to these Workshops and the recommendations. Please keep me informed of your progress and of any special needs or problems that you encounter.

cc: LAUC Executive Board
Julie Gordon, Office of the President

Diversity Workshop Invitation and Flyer

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

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OFFICE OF THE LIBRARIAN

SANTA BARBARA, CALIFORNIA 93106

September 1, 1990

TO: LAUC Members

FR: Sylvia Y. Curtis, Acting Chair, LAUC Ad Hoc Committee for Regional Workshops on Cultural Diversity in Libraries (Lillian Castillo-Speed (B); Rafaela Castro (D); Richard Chabran (LA); Araxie Churukian (R); Patrick Dawson (I); Tami Echavarria (SD); Edith Fisher, Chair (SD); Floyd Gaffney (SD); Adan Griego (SB); Carol Yates-Imah (SF); Eluid Martinez (R); Vivian Sykes (SC); Co-authors: Joan Ariel (I); Ellen Broidy (I)

RE: Issue Papers for Campus Discussion on Cultural Diversity

LAUC will host its first conference on achieving cultural diversity in libraries, Monday, October 15, at UCLA. This first "LAUC Cultural Diversity Workshop" is funded with major support from the Office of the President. The goal of the workshops is to produce a set of recommendations for the Office of the President on diversity in libraries. To initiate discussion on the issues, members of the committee and invited co-authors have written the attached papers which describe background, issues and recommendations by topic:

--bibliographic access
--bibliographic instruction
--collection development
--recruitment
--reference services

We hope these papers will generate fruitful discussions at each campus and lead to a set of campus recommendations on the issues. Representatives from each campus will report on the results and, along with others interested in these areas, will further refine the recommendations into a single set of recommendations for each issue. The committee will forward its report along with a set of finalized recommendations based upon the results of the October workshops, to the LAUC Executive Board for discussion and adoption at the Fall Assembly in Santa Barbara.

President Gardner has called for a "reinvigorated" effort to increase the number of women and minorities in the UC community. He has also expressed a commitment to achieving cultural diversity in the UC system on all fronts of academic life.

Individual libraries have already begun to tackle these issues in a variety of ways. The papers and October workshops are another way to explore how these individual efforts can be used as building blocks for programs that could be adopted systemwide.

Recognizing the importance of this enterprise and our collective responsibility to develop and justify strong recommendations that will successfully go forward and be implemented by the Office of the President, library administrators, LAUC and its members, we urge you to help shape the future by:

**reading the issue papers

**participating in your campus forums to understand issues, voice concerns and make both long- and short-term recommendations;

**relaying your comments and recommendations to your Diversity Committee member, your workshop representative(s) and/or chair of your campus LAUC;

**partcipating in the cultural diversity workshop in October.

Please feel free to call your campus Diversity Committee member, your local LAUC chair, or myself if you have questions.

Encls:

Issue Papers:
- Bibliographic Access to Ethnic Collections within the University of California
- Bibliographic Instruction for Resources on Cultural Diversity in UC Libraries
- Collection Development for Culturally Diverse Materials in UC Libraries
- Recruitment and Advancement of Racial and Ethnic Librarians
- Reference Services for Cultural Diversity in UC Libraries

LAUC Cultural Diversity Workshop Registration Form
Directions to UCLA

LAUC Cultural Diversity Issue Papers

Bibliographic Access to Ethnic Collections
within the University of California

•

Bibliographic Instruction for Resources
on Cultural Diversity in UC Libraries

•

Collection Development for Culturally Diverse Materials
in UC Libraries

•

Recruitment and Advancement of Racial and Ethnic Librarians

•

Reference Services for Cultural Diversity
in UC Libraries

Prepared for use at the

LAUC Cultural Diversity Workshops
(October 15, 1990, UCLA Faculty Club)

by the

LAUC Ad Hoc Committee for Regional Workshops on Cultural Diversity in Libraries

Lillian Castillo-Speed (B)
Rafaela Castro (D)
Richard Chabran (LA)
Araxie Churukian (R)
Sylvia Y. Curtis, Acting Chair (SB)
Patrick Dawson (I)
Tami Echavarria (SD)
Edith Fisher, Chair (SD)
Floyd Gaffney (SD)
Adan Griego (SB)
Carol Yates-Imah (SF)
Eluid Martinez (R)
Vivian Sykes (SC)

Joan Ariel, co-author (I)
Ellen Broidy, co-author (I)

August, 1990

LAUC Cultural Diversity Workshops
Registration Form

Date: October 15, 1990 **Time:** 8:00 am - 5:00 pm
Location: UCLA Faculty Center, California Room

Name:_____

Campus:_____Campus Phone: ( )_____

Address:_____

Attendance at Workshops: All participants will attend the Recruitment Workshop. Please indicate two other workshops you would prefer to attend.

Bibliographic Access___ Collection Development___
Bibliographic Instruction___ Reference Services___

Lunch: The group lunch at the Faculty Center will be available only to those with advance reservations.

Please reserve lunch for me. I would like (check one):

___Chicken (main entree) ___Vegetable Plate ___Fruit Plate

Accommodations for Sunday evening: LAUC-LA members will provide free lodging for those planning to arrive on Sunday evening. Please check the following:

___I will need accommodations. ___I will not need accommodations.

Transportation

___Yes, I wish to be picked up at LAX. ___ Yes, I wish to get a ride to LAX.

Arrival Date: October 14th (Sunday night)

Airline:_____Flight No._____Arrival Time_____

Departure Date: October 15th

Airline:_____Flight No._____Departure Time_____

For questions or additional information please call Norma Corral at (213) 206-2798 or e-mail at ECZ5COR@UCLAMVS.BITNET, or FAX (213) 825-4139.

Please mail this registration form by October 1, 1990 to:

Norma Corral, UCLA, Reference Department - URL, Los Angeles, CA 90024-1575

Program

8:00-8:30	Registration
8:30-8:40	Welcome Remarks Sylvia Curtis
8:40-8:50	Workshop Overview Vivian Sykes
8:50-9:10	Conference Background Susan Starr
9:10-9:30	Implementing Cultural Diversity in Academic Libraries Joseph Boissé, University Librarian, UCSB
9:30-10:00	Audience Questions
10:00-12:00	Workshop sessions Recruitment
12:00-1:00	Lunch (Sequoia Room)
1:00-3:00	Concurrent Workshop Sessions Reference Services Bibliographic Access
3:00-5:00	Concurrent Workshop Sessions Collection Development Bibliographic Instruction
5:00-5:30	Wrap up Vivian Sykes

Committee Members

Rafaela Castro, UCD
Lillian Castillo-Speed, UCB
Richard Chabrán, UCLA
Araxie Churukian, UCR
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Selective List of Major Ethnic Collections in the University of California

Davis

Chicano Studies Collection, Chicano Studies Program

Berkeley

Asian American Studies Library, Ethnic Studies Department

Chicano Studies Library, Ethnic Studies Department

Native American Studies Library, Ethnic Studies Department

Irvine

Southeast Asia Archive, University Library

Los Angeles

Afro-American Studies Library, Afro-American Studies Center

American Indian Studies Library, American Indian Studies Center

Asian American Reading Room, Asian American Studies Center

Chicano Studies Research Library, Chicano Studies Research Center

Riverside

Costo Library of the American Indian, Rivera Library

Tomas Rivera Archive, Rivera Library

San Francisco

Oriental Medicine Collection, University Library

Santa Barbara

Black Studies Collection, University Library

Coleccion Tloque Nahuaque, University Library

California Ethnic and Multicultural Archives, University Library